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ABSTRACT

Seven lesson plans on orientation to distributive education and DECA are presented in this performanced-based curriculum unit for distributive education. This unit is self-contained and consists of the following components: introduction (provides overview of unit content and describes why mastery of the objectives is important); performance objectives; and unit outline (table of contents, time required for the unit, and materials and resources needed). Lesson plans generally include student information sheets, assignment sheets, and teacher materials (e.g., transparency masters). Lesson plan topics include facts about vocational and distributive education, cooperative work programs, DECA (Distributive Education Clubs of America), duties of DECA officers, and DECA activities. The unit also contains a post-test with answer key related to the enabling objectives and a unit evaluation (role playing situation in which student explains distributive education and its benefits). (JH)

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ED170457

Instructor's Guide
DE-21-I

distributive education curriculum

Orientation to Distributive Education

CE 010 455

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE
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PRACTICAL ARTS AND VOCATIONAL-TECHNICAL EDUCATION

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INSTRUCTIONAL MATERIALS LABORATORY
UNIVERSITY OF MISSOURI-COLUMBIA

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ORIENTATION TO DISTRIBUTIVE EDUCATION AND DECA

Produced by the Instructional Materials Laboratory
University of Missouri-Columbia
Columbia, Missouri
Catalog Number DE-21-I

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LESSON PLAN FORMAT

Introduction and Objectives	Blue
Unit Outline	White
Pre Assessment	Buff
Pre Assessment Key	Grey
Lesson Plans	Yellow
Information Sheets	Pink
Assignment Sheets	Green
Transparency Masters	White
Key and Answer Sheets	Grey
Teacher Reference Sheets	Blue
Optional Activities and Bibliography	White
Post Assessment	Buff
Post Assessment Key	Grey
Unit Evaluation	Buff

FOREWORD

The Missouri Distributive Education Curriculum is a performance-based curriculum for distributive education throughout the state of Missouri. This curriculum system is composed of twenty units, ten designed for use in junior preparatory classes, and ten for senior cooperative distributive education classes. All units were written by teams of distributive education teacher-coordinators. Performance objectives and content of the units were validated by advisory committees composed of persons in business, during the field-test conducted by distributive education teacher-coordinators in their classrooms. The units were then corrected, improved and made ready for final printing.

Each unit is self-contained, which means that unless desired, no outside reference is needed to teach the unit. Each unit also has suggested optional activities to supplement instruction. The units can be viewed in two ways: a "survival kit" for the beginning teacher, or as an organizational aid to the experienced teacher.

Philosophy of the Curriculum

Almost without exception, instruction is intended to equip students to do something beyond the classroom. It seems beyond debate that any instruction must be based upon a definite analysis of whatever it is that the student is expected to be able to accomplish as a result of the instruction. Without a clear description of the kind of behavior that will be required of the student, it is impossible to determine with any degree of precision what is to be taught. With this in mind, a careful and thorough analysis of "what the student must do" and "what the student must know" in order to perform in a desirable manner in business was conducted during the development of the objectives for the units.

A terminal performance objective with appropriate enabling objectives for each unit were formulated. The objectives were developed by teams of experienced coordinators drawing on their own expertise, other curriculum materials, and the research of Crawford, Lynch and others. The objectives and the corresponding unit performance evaluations were then validated by people representing the business community.

Unit Components

Each unit is completely self-contained. All instructional materials necessary to teach each unit are provided. To supplement the teaching of the units, optional activities are suggested.

Each unit follows a unique color-coding and numbering system. The units contain the following components:

Introduction: This component provides a thumbnail sketch of the unit and the content and describes why mastery of the objectives is important to the learner. It is designed to motivate the students as well as orient them to the unit.

Performance Objectives: The terminal objective specifies the performance which will be expected of the learner at the completion of the unit. The enabling objectives specify the information, products and competencies which must be mastered or produced by the students in order to be able to perform the terminal objective.

Pre-Assessment: This is a measurement tool to determine the degree of knowledge and/or competency the students already possess of the unit's content. For some units, the pre-assessment is a paper-pencil pre-test. For other units, the pre-assessment consists of pertinent questions and class discussion.

Unit Outline: This presents a table of contents of the unit, the time required for the unit and the materials and resources needed.

Lesson Plans: Lesson plans are presented for each day of the unit accompanied by all necessary material including student information sheets, assignment sheets and teacher materials.

Post-Assessment: This is an objective examination which measures the student's mastery of the enabling objectives. Theoretically, its purpose is not to determine a grade, but to inform the teacher as to whether or not the students are prepared to attempt the unit performance evaluation.

Unit Evaluation: Each unit contains an evaluation of the student's performance or development of a product which is related as closely as possible to actual practice in the world of work. For many units, business people are utilized as evaluators. The unit performance evaluation is critical to effective instruction of the unit because only then will the teacher and students know whether or not the students actually mastered the unit.

Unfortunately, many teachers decide to "take a short-cut," and eliminate the unit evaluation. Ending the unit with the post-instruction assessment falls far short of concluding the unit. Everything accomplished in the classroom from the day the unit was introduced to the completion of the post-instruction assessment has been designed so that the student would be able to attempt the unit performance evaluation.

This evaluation has been developed to determine realistically whether or not the student can satisfactorily perform the terminal objective which specifies the performance expected of the learner at the completion of the unit.

For example, the performance required for the unit, *Getting a Job*, is an actual job interview. For *Parliamentary Procedure*, the performance evaluation is to conduct a meeting using parliamentary rules. For *Economics of Marketing*, the performance evaluation is to develop a product, identify the market functions, define a marketing concept for the product, show what market segments will be appealed to, classify what stores will sell the product, what channels of distribution will be used and what marketing strategy will be used based on the psychological needs of consumers. The unit evaluation, properly conducted, will serve several purposes:

*Provides a "doing" activity for students and an opportunity for them to display the skills and competencies they have acquired.

*Provides students with an opportunity to gain a sense of pride in their accomplishments, as they satisfactorily complete the activity.

*Provides students with an opportunity to receive constructive first-hand knowledge of what is taught in a distributive education program.

*Serves as a good public relations tool for the distributive education program, and could definitely enhance placement of students on jobs.

How to Use the Units

Each unit has a unit numbering system and is color-coded for the convenience of the teacher. Each unit has been assigned a number which is found on the objective sheet. For example, the first unit is *Orientation to Distributive Education and DECA*. The unit number and the objective number is always the same, in this case, it is 1.00.

Each unit contains a terminal objective (blue sheet). The terminal objective will always be 1.00, 2.00, 3.00 . . . 20.00. The enabling objectives will always follow the terminal objective on blue sheets. Enabling objectives for each unit are always prefaced with the unit number and are numbered consecutively. For example, 2.06 is the sixth enabling objective in the second unit.

Each lesson plan (yellow sheets) is numbered within the unit in the order in which they are to be taught and are not to be confused with the terminal or enabling objectives numbering system.

Lesson plan 12.08, for example, is for the eighth lesson in unit twelve. In the lesson plan, the enabling objective(s) is listed that will be concentrated on during that lesson.

The assignment sheets (green), the information sheets (pink) and the transparency masters (white) are numbered according to the daily lesson plans, not the terminal or enabling objectives. For example, the first assignment sheet for lesson plan 12 is assignment sheet 12.01. The first transparency master for lesson plan 12 is TM 12.01. The information sheets, assignment sheets and transparency masters are keyed to the lesson plan, but are numbered independently of each other. Depending on what is being taught during the lesson, there could be several different assignment sheets, information sheets or transparency masters or a combination of all three.

Students should be provided copies of the objectives, information sheets and assignment sheets. These are available in sufficient quantities for classes at the Instructional Materials Laboratory at the University of Missouri-Columbia. These student materials can be given to students as a packet at the beginning of the unit to be used as needed, or the teacher may elect to give students the necessary materials on a daily basis.

There are two assessments at the end of each unit. One is the post-assessment (buff), and the other is the unit evaluation (buff).

Suggested Use of Units

Two-Year Programs

First year:

Orientation to D.E. and DECA

Parliamentary Procedure

Careers

Human Relations in marketing and Distribution

Communications

Retailing

Free Enterprise

Physical Distribution

Mathematics

Getting a Job

Second year:

Selling

Human Relations on the Job

Customer Services

Sales Promotion

Operations

Buying and Pricing

Marketing Analysis

Economics of Marketing

Operating Your Own Business

Preparing for Promotion

One-Year Programs

Orientation to D.E. and DECA

Parliamentary Procedure

Careers

Human Relations in Marketing and Distribution

Communications

Mathematics

Getting a Job

Selling

Human Relations on the Job

Economics of Marketing

ORIENTATION TO DISTRIBUTIVE EDUCATION AND DECA

INTRODUCTION

What school program will enable you to . . . .

Plan a career that affords constant stimulus and challenge?

Provide a chance for early recognition of ability and performance?

Allow you to make excellent earnings while you are still young?

Plan a business which needs imagination to create, develop and sell new ideas?

Provide a chance to guide and help large numbers of people to increase their comforts and satisfactions?

Be a part of the nation's largest career field?

Have the warm satisfaction of making personal contributions to your community?

WELCOME to Distributive Education!

In this unit you are going to begin your study of Distributive Education. This is an educational program whose purpose is to prepare people for careers in the fields of marketing and distribution. You will see how the program works on the high school level and fits in with the whole vocational program. You are also going to be introduced to the Distributive Education Clubs of America, DECA, which is an exciting way of enriching your experience in Distributive Education by becoming a member of a national youth organization.

Evaluation:

The student will prepare a report (written, oral, taped, etc.) explaining the role of Distributive Education and the vocational opportunities offered or derived from such a program. The student will also explain the importance of DECA to the DE program and to the student member.

ORIENTATION TO DISTRIBUTIVE EDUCATION AND DECA

OBJECTIVES

Terminal Objective:

1.00 Upon completion of this unit the student will be able to explain vocational education and distributive education in such a way that another person, unfamiliar with vocational education and distributive education, can thoroughly comprehend the program.

Enabling Objectives: After completion of this unit the student should be able to:

1.01 Define vocational education.

1.02 Explain the purposes of vocational education.

1.03 Identify the different types of vocational education programs and the corresponding youth organizations.

1.04 Define distribution.

1.05 Define the purposes of distributive education.

1.06 List the advantages to the student, to the school and to the employer of participation in a cooperative work program.

1.07 List occupational areas available in distribution.

1.08 Explain the different curriculum areas in distributive education.

1.09 Discuss the purposes of DECA.

1.10 Describe the organization of DECA on the national, state and district levels.

1.11 Explain the significance of the DECA diamond and creed.

1.12 List and describe the divisions of DECA.

1.13 Explain how DECA is an integral part of the total distributive education program.

1.14 State the duties of the DECA officers.

1.15 Describe how a DECA chapter can contribute to its members, the school and the community.

1.16 Explain the DECA competitive events, scholarships and the opportunities that are available to students.

1.17 Describe the activities of the district, state and national DECA conferences.

ORIENTATION TO DISTRIBUTIVE EDUCATION AND DECA

UNIT OUTLINE

I. Time for the unit: Six 55 minute class periods

II. Materials

A. Introduction

B. Objectives

C. Lesson Plan 1

1. Information Sheets

a. 1.01 - Some Facts About Vocational Education
b. 1.02 - Distributive Education

D. Lesson Plan 2

1. Information Sheets

a. 2.01 - The Cooperative Method
b. 2.02 - Occupational Titles

2. Transparency Masters

a. 2.01 - Introducing D. E.
b. 2.02 - Introducing D. E.
c. 2.03 - Why is D. E. Necessary?
d. 2.04 - Why is D. E. Necessary?
e. 2.05 - D. E. Goals
f. 2.06 - D. E. Goals
g. 2.07 - How Does D. E. Work?
h. 2.08 - How Does D. E. Work?
i. 2.09 - How Does D. E. Work?
j. 2.10 - What Subjects Does D. E. Teach?
k. 2.11 - What Subjects Does D. E. Teach?
l. 2.12 - What Subjects Does D. E. Teach?
m. 2.13 - Related Occupations in Business and D. E.

E. Lesson Plan 3

1. Information Sheets

a. 3.01 - What is DECA?
b. 3.02 - Purposes of DECA
c. 3.03 - Terms and Definitions of DECA
d. 3.04 - Why Join DECA?

2. Assignment Sheet 3.01 - DECA Data

3. Transparency Masters

   a. 3.01 - What is DECA?
   b. 3.02 - What is DECA?
   c. 3.03 - Goals of DECA
   d. 3.04 - The DECA Emblem
   e. 3.05 - The DECA Creed

F. Lesson Plan 4

1. Information Sheets

   a. 4.01 - Duties of Chapter Officers
   b. 4.02 - How a Chapter Contributes to Its Members, School and Community

G. Lesson Plan 5

1. Information Sheet 5.01 - Scholarship Loan Awards

2. Assignment Sheet 5.01 - The Cube Stacking Game

H. Lesson Plan 6

1. Post-Assessment

2. Post-Assessment Key

I. Lesson Plan 7

1. Unit Evaluation

2. Unit Evaluation Key

ORIENTATION TO DISTRIBUTIVE EDUCATION AND DECA

LESSON PLAN #1

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

1.01 Define vocational education.
1.02 Explain the purposes of vocational education.
1.03 Identify the different types of vocational education programs and the corresponding youth organizations.
1.04 Define distribution.
1.05 Define the purposes of distributive education.

Resources:

1. Information Sheet 1.01 - Some Facts About Vocational Education
2. Information Sheet 1.02 - Distributive Education

Teacher Activities:

1. Define vocational education for students using Information Sheet 1.01 - Some Facts About Vocational Education.

2. Explain the purposes of vocational education with reference to Information Sheet 1.01.

3. Describe the different areas in vocational education, and also mention the youth organizations.

4. Define distribution.

5. Explain where distributive education fits into the vocational education program and hand out Information Sheet 1.02 - Distributive Education.

Student Activities: Keep Information Sheets 1.01 - Some Facts About Vocational Education and 1.02 - Distributive Education for future use.

Assignment: None.

ORIENTATION TO DISTRIBUTIVE EDUCATION AND DECA

INFORMATION SHEET 1.01

Some Facts About Vocational Education

I. Vocational Education - an organized and controlled experience arranged to prepare people for socially useful employment or to increase the effectiveness of those already employed.

A. Recent years have evidenced the realization that a strong relationship exists between the world of education and the world of work.

B. The knowledge, skills, attitudes and adaptability acquired in even the most general and humanistic forms of learning contribute to economic, social and technological progress.

C. The person who learns occupational skills is acquiring a background that enables him or her to participate more fully in the obligation of citizenship and to lead a more complete and enjoyable life.

II. There are seven vocational programs actively operating at the present time. All of these programs recognize a need of their students for social and recreational development. These vocational programs have therefore developed youth organizations to supplement instruction and also to broaden their respective students' social background. The youth organizations serve as training for such skills as leadership development, social interaction, a situational application of classroom instruction, development of the competitive spirit, and the development of group and individual communication skills.

A. The seven vocational programs and their youth organizations are:

1. Agricultural Education	FFA
2. Distributive Education	DECA
3. Health Occupations	HOA
4. Home Economics	FHA, HERO
5. Office Occupations	FBLA
6. Technical Education	VICA
7. Trade and Industrial Occupations	VICA

ORIENTATION TO DISTRIBUTIVE EDUCATION AND DECA

INFORMATION SHEET I.02

Distributive Education

I. Distributive education is an educational program which aims to prepare people for careers in the fields of marketing and distribution.

   A. There are distributive education programs for high school students and for students who are continuing their formal education after high school.

   B. There are evening courses offered to adults who want to upgrade their marketing skills.

II. The aim of distributive education is to teach students in the most meaningful way possible. Therefore, it combines two methods.

   A. It teaches the principles or theory of marketing. This means that it gives students the whole body of facts that they need to know in order to understand what marketing is all about.

   B. Theory alone, however, teaches only what is supposed to happen according to the facts and rules. To show students what really does happen, distributive education's second method is to give students direct experience with actual marketing practices.

III. Theory itself can be an unexciting and difficult way to learn. Facts can be boring and when things are boring, they are hard to understand and hard to remember. However, when the facts are brought to life through direct personal experiences, they are no longer boring.

   A. Learning by experience alone is often called the "hard way." If you have to think through everything that happens to you on your own, you will learn more slowly.

   B. By combining theory and experience, distributive education offers you a proven way of learning that is lively and stimulating. It never lets you forget that marketing is what real people are doing.

Your Career in Marketing, pp. 134, 135.

ORIENTATION TO DISTRIBUTIVE EDUCATION AND DECA

LESSON PLAN #2

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

1.06 List the advantages to the student, to the school and to the employer of participation in a cooperative work program.
1.07 List occupational areas available in distribution.
1.08 Explain the different curriculum areas in distributive education.

Resources:

1. Information Sheet 2.01 - The Cooperative Method
2. Information Sheet 2.02 - Occupational Titles
3. Transparency Master 2.01 - Introducing D. E.
4. Transparency Master 2.02 - Introducing D. E.
5. Transparency Master 2.03 - Why is D. E. Necessary?
6. Transparency Master 2.04 - Why Is D. E. Necessary?
7. Transparency Master 2.05 - D. E. Goals
8. Transparency Master 2.06 - D. E. Goals
9. Transparency Master 2.07 - How Does D. E. Work?
10. Transparency Master 2.08 - How Does D. E. Work?
11. Transparency Master 2.09 - How Does D. E. Work?
12. Transparency Master 2.10 - What Subjects Does D. E. Teach?
13. Transparency Master 2.11 - What Subjects Does D. E. Teach?
14. Transparency Master 2.12 - What Subjects Does D. E. Teach?
15. Transparency Master 2.13 - Related Occupations in Business and D. E.

Teacher Activities:

1. List the advantages to the student, to the school and to the employer of participation in a cooperative work program using Information Sheet 2.01 - The Cooperative Method.

2. List occupational areas available in distribution using Information Sheet 2.02 - Occupational Titles.

3. Introduce distributive education and explain the different curriculum areas using Transparency Masters 2.01 through 2.13.

Student Activities:

1. Keep Information Sheets 2.01 - The Cooperative Method and 2.02 - Occupational Titles for future reference.
2. Take notes on Transparencies 2.01 through 2.13.

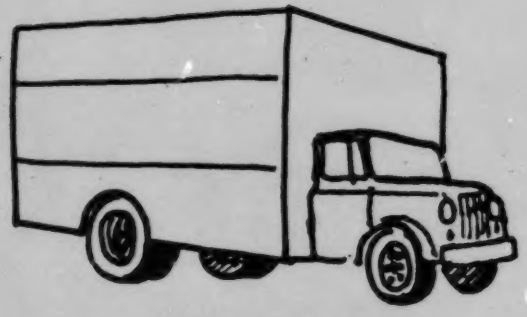
Assignment: None.

TM 2.01

INTRODUCING

DISTRIBUTIVE

EDUCATION

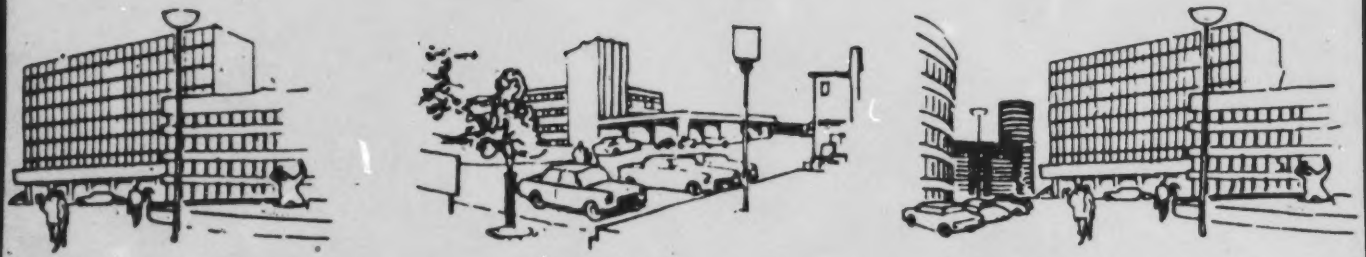


HELP WANTED
Only trained persons need apply.

DISTRIBUTIVE EDUCATION

PROVIDES INSTRUCTION IN

DISTRIBUTION AND MARKETING



WHY

IS THE

DISTRIBUTIVE

EDUCATION

PROGRAM

NECESSARY

?

ONE OUT OF EVERY THREE EMPLOYED AMERICANS

WORKS IN DISTRIBUTION

TM 2.05

DISTRIBUTIVE EDUCATION GOALS

INTRODUCE STUDENTS TO FIELD OF DISTRIBUTION & MARKETING

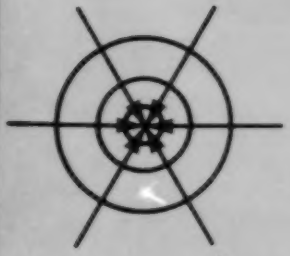
AID IN IMPROVING THE TECHNIQUES OF DISTRIBUTION

MAKE STUDENTS AWARE OF VARIED OPPORTUNITIES IN DISTRIBUTION

23

DEVELOP FUTURE LEADERS FOR MARKETING AND DISTRIBUTION

PROVIDE INCENTIVES AND RECOGNITION FOR D.E. STUDENTS



BUILD STATUS IN PUBLIC SCHOOLS FOR CAREERS IN MARKETING AND DISTRIBUTION

TM 2.07

HOW DOES THE DISTRIBUTIVE EDUCATION PROGRAM WORK?

IN THE CLASSROOM

ENROLL IN AT LEAST ONE DISTRIBUTIVE EDUCATON CLASS

ON THE JOB

WORK PART TIME AND RECEIVE ON-THE-JOB INSTRUCTION IN AN APPROVED OCCUPATION AT AN APPROPRIATE WAGE LEVEL.

TM 2.10

WHAT SUBJECTS WILL WE STUDY:

- HUMAN RELATIONS
- PERSONALITY DEVELOPMENT
- GROOMING
- JOB INTERVIEW
- SELLING
- ADVERTISING
- MARKETING

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- MANAGEMENT
- CAREER INFORMATION
- BUSINESS LAW
- BUSINESS ORGANIZATION
- PRODUCT INFORMATION
- DECA

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WE WILL RECEIVE INDIVIDUAL INSTRUCTION IN:

- PRODUCT KNOWLEDGE OF YOUR TRAINING STATION'S MERCHANDISE
- BUSINESS PROCEDURES OF YOUR TRAINING STATION
- CUSTOMER RELATIONS OF YOUR TRAINING STATION
- PERSONALITY DEVELOPMENT
- MARKETABLE SALES TECHNIQUES

Orientation to DE and DECA

25- SALES OCCUPATIONS SERVICES

250- Real estate and insurance

251- Business and financial services

252- Transportation

253- Utilities

254- Printing and advertising

259- Services (NEC)

27- SALES OCCUPATIONS COMMODITIES (NEC)*

270- Home furniture and appliances

271- Electrical goods except home appliances

272- Farm and garden equipment and supplies

273- Transportation equipment parts and supplies

274- Industrial and related equipment and supplies

275- Business and commercial equipment and supplies

276- Medical and scientific equipment and supplies

277- Sporting, hobby, stationery, and related goods

279- Miscellaneous commodities (NEC)

*(not elsewhere classified)

Orientation to DE and DECA

26- SALES OCCUPATION CONSUMABLE COMMODITIES

260- Agricultural and food products
261- Textile products, apparel, and notions
262- Chemicals, drugs, and sundries
269- Miscellaneous consumable commodities (NEC)*

29- MISCELLANEOUS SALES OCCUPATIONS

290- Sales clerks
291- Vending and door-to-door selling occupations
292- Route sales and delivery occupations
293- Solicitors
294- Auctioneers
295- Rental clerks
296- Shoppers
297- Sales promotion occupations
298- Merchandise displayers
299- Miscellaneous sales occupations (NEC)

* (not elsewhere classified)

ORIENTATION TO DISTRIBUTIVE EDUCATION AND DECA

INFORMATION SHEET 2.01

The Cooperative Method

By R. F. Kozelka, Supervisor, Business Education - Board of Vocational Education, Springfield, Illinois.

A cooperative education program means the same to all people because the objectives are the same for every community. Cooperative education--the two words used together bearing a new connotation--is term which is being recognized in the lexicon of education.

PUPILS in the cooperative education program:

1. Are hired as learning workers.
2. Learn also the "why-it-is done" aspects of their work.
3. Engage in classroom activities which are integrated with their on-the-job experiences.
4. Follow a planned rotation schedule during the length of the year-long program.
5. Receive the benefits of a job analysis.
6. Are matched to the job by an occupationally experienced coordinator.
7. Receive the immediate attention of the coordinator in matters pertaining to personal development and social adjustment.
8. Are given insights into their needs and abilities for taking additional or specialized training.
9. Are encouraged to remain in school and increase their vocational competency.
10. Will work in an establishment which is continuously approved by the coordinator.
11. Follow a reduced schedule of school activities and a supervised job schedule which are not permitted to have adverse effects on them.

PARENTS in relation to the cooperative education program:

1. Know that the school has not relinquished responsibility for the pupil.

2. Know that the on-the-job experiences and the classroom activities complement and strengthen each other.

3. Know that pupils received the benefit of good guidance before being placed on the job.

4. Know that pupils are not being exploited.

5. Know that pupils receive the maximum of prestige from an approved credit-carrying course of study.

THE SCHOOL which operates a cooperative education program:

1. By means of the job analysis, is able to integrate the classroom activities of pupils with their on-the-job experiences.

2. Is prepared, when the need arises, to assist pupils to make necessary social adjustments.

3. Gains an opportunity to develop an interest in postgraduate and adult education.

4. Can give credit for vocational experience, part of which is acceptable for college entrance.

5. Prevents the rise of adverse publicity through frequent visits by the coordinator.

6. Has the advantage of the services of an advisory committee.

THE EMPLOYER who participates in a cooperative education program:

1. Obtains an oriented pupil who wants to learn to work.

2. Receives the assistance of the school and the coordinator in training the pupil.

3. Participates in the planning which results in better training of the pupil.

4. Receives the advantage of learning about new training techniques from the coordinator.

5. Confers with the coordinator relative to pupil's work or behavior.

6. Receives the benefit of guidance and testing techniques which bring to light the abilities of the pupil.

7. Has a continuous relationship, through an organized program, with the school.

Adapted from: Illinois Vocational Progress, Volume VI, Number 1, September, 1948.

INFORMATION SHEET 2.02

Occupational Titles

25 SALES OCCUPATIONS, SERVICES

This group includes occupations concerned with selling real estate, insurance, securities and other business, financial and consumer services.

250 SALES OCCUPATIONS, REAL ESTATE AND INSURANCE

This group includes occupations concerned with renting, buying, and selling real property for clients, usually on a commission basis; and selling insurance to clients.

Occupational Titles

SUPERINTENDENT, SALES
SALES AGENT, INSURANCE
BUILDING CONSULTANT
LEASING AGENT, RESIDENCE
SALES AGENT, REAL ESTATE
SALES REPRESENTATIVE

251 SALES OCCUPATIONS, BUSINESS AND FINANCIAL SERVICES

This group includes occupations concerned with selling business services, such as janitorial, exterminating, credit checking, clerical, and management consulting; or financial services, such as accounting and auditing, loan, tax and securities counseling, and buying and selling securities by licensed brokers. Occupations concerned with selling business machine rental and repair services, and personal, legal, or amusement and recreation services are included in Group 259.

Occupational Titles

SALES AGENT, SECURITIES
SALES AGENT, FINANCIAL SERVICES
SALES AGENT, PSYCHOLOGICAL TESTS AND INDUSTRIAL RELATIONS
SALES REPRESENTATIVE, TRAVELER'S CHECKS
SALES AGENT, BUSINESS SERVICES
SALES AGENT, FINANCIAL-REPORT SERVICE
SALES AGENT, PEST CONTROL SERVICE
SALES REPRESENTATIVE, FRANCHISE
SALES REPRESENTATIVE, HERBICIDE SERVICE

252 SALES OCCUPATIONS, TRANSPORTATION, SERVICES

This group includes occupations concerned with selling passenger and freight transportation services. Includes arranging passenger travel and lodging accommodations by travel agents.

Occupational Titles:

TRAVEL AGENT
TRAFFIC AGENT
CRATING AND MOVING ESTIMATOR
SALES REPRESENTATIVE, SHIPPING SERVICES

253 SALES OCCUPATIONS, UTILITIES

This group includes occupations concerned with selling utility services, such as gas, electric power, and telephone and telegraph services.

Occupational Titles:

COMMUNICATIONS CONSULTANT
SALES REPRESENTATIVE, TELEPHONE SERVICES
SALES REPRESENTATIVE, PUBLIC UTILITIES

254 SALES OCCUPATIONS, PRINTING AND ADVERTISING

This group includes occupations concerned with selling printing services, display and classified advertising for publications, outdoor advertising, and art works used for advertising purposes.

Occupational Titles:

SALES REPRESENTATIVE, GRAPHIC ART
SALES REPRESENTATIVE, SIGNS AND DISPLAYS
LEASING AGENT, OUTDOOR ADVERTISING
SALES REPRESENTATIVEE, ADVERTISING
SALES REPRESENTATIVE, PRINTING
SALES REPRESENTATIVE, SIGNS

259 SALES OCCUPATIONS, SERVICES, N.E.C.

This group includes occupations, not elsewhere classified, concerned with selling services.

Occupational Titles:

SALES REPRESENTATIVE, AUDIOVISUAL PROGRAM PRODUCTIONS
SALES REPRESENTATIVE, HOTEL SERVICES

SALES REPRESENTATIVE, EDUCATION COURSES
SALES REPRESENTATIVE, ELECTROPLATING
SERVICE REPRESENTATIVE, ELEVATORS, ESCALATORS AND DUMB-WAITERS
GROUP-SALES REPRESENTATIVE
SALES REPRESENTATIVE, DANCING INSTRUCTIONS
SALES REPRESENTATIVE, RADIO AND TELEVISION TIME
SALES REPRESENTATIVE, TELEVISION CABLE SERVICE
SALES REPRESENTATIVE, UPHOLSTERY AND FURNITURE REPAIR
SALES REPRESENTATIVE, WEATHER-FORECASTING SERVICE
TICKET BROKER
TOBACCO-WAREHOUSE AGENT

26 SALES OCCUPATIONS, CONSUMABLE COMMODITIES

This division includes occupations concerned with selling consumable commodities such as farm produce and livestock, foodstuffs, textiles, apparel, fuels and petroleum products, chemicals, and drug preparations, when knowledge of the commodities sold is required.

260 SALES OCCUPATIONS, AGRICULTURAL AND FOOD PRODUCTS

This group includes occupations concerned with selling farm products, such as grains, vegetables, fruits, nuts, poultry, livestock, and raw wool; cut flowers; animal hides, skins, and fur pelts; milled products, such as flour, meal, and cereals (except farm-animal feed); food staples and specialties, such as meat, seafood, dairy and bakery products, canned goods, coffee, candy, and tobacco; pet foods; and beverages, such as soft drinks, wine, and liquor. Occupations concerned with selling farm-animal feed and horticultural and nursery products, such as seeds, bulbs, shrubs, and trees are found in Group 272.

Occupational Titles:

SALES REPRESENTATIVE, LIVESTOCK
COMMISSION AGENT, AGRICULTURAL PRODUCE
SALES REPRESENTATIVE, FOOD PRODUCTS
SALES REPRESENTATIVE, MALT LIQUORS
SALES REPRESENTATIVE, TOBACCO PRODUCTS AND SMOKING SUPPLIES
SALESPERSON, FLOWERS

261 SALES OCCUPATIONS, TEXTILE PRODUCTS, APPAREL, AND NOTIONS

This group includes occupations concerned with selling textile products, such as canvas, jute, and felt products, parachutes, and fish nets; yard goods, such as woolen, cotton, and synthetic fabrics; apparel and accessories, including footwear (except orthopedic), hats, wigs, belts, neckties, fur garments, and corsets; trimmings, such as embroidery, waistbands, and cording; safety apparel, such as goggles, safety belts, and fireproof suits; and notions, such as buttons, buckles, pins, needles, hooks and eyes, and slide and snap fasteners. Occupations concerned with selling textile fibers, jewelry, and leather goods other than belts and apparel, such as billfolds, luggage, and saddlery, are included in Group 269. Occupations concerned with selling orthopedic shoes are included in Group 276.

Occupational Titles:

SALESPERSON, WIGS
SALESPERSON, CORSETS
SALES REPRESENTATIVE, APPAREL TRIMMINGS
SALES REPRESENTATIVE, CANVAS PRODUCTS
SALES REPRESENTATIVE, FOOTWEAR
SALES REPRESENTATIVE, MEN'S AND BOY'S APPAREL
SALES REPRESENTATIVE, SAFETY APPAREL AND EQUIPMENT
SALES REPRESENTATIVE, TEXTILES
SALES REPRESENTATIVE, UNIFORMS
SALES REPRESENTATIVE, WOMEN'S AND GIRL'S APPAREL
SALESPERSON, FURS
SALESPERSON, INFANT'S AND CHILDREN'S WEAR
SALESPERSON, MEN'S AND BOY'S CLOTHING
SALESPERSON, MEN'S FURNISHINGS
SALESPERSON, MILLINERY
SALESPERSON, SHOES
SALESPERSON, WOMEN'S APPAREL AND ACCESSORIES
SALESPERSON, YARD GOODS

262 SALES OCCUPATIONS, CHEMICALS, DRUGS AND SUNDRIES

This group includes occupations concerned with selling organic and inorganic chemicals, drugs, medicines, cosmetics, toiletries, and allied products.

Occupational Titles:

PHARMACEUTICAL DETAILER
SALES REPRESENTATIVE, CHEMICALS AND DRUGS
SALES REPRESENTATIVE, TOILET PREPARATIONS
SALESPERSON, COSMETICS AND TOILETRIES

269 SALES OCCUPATIONS, MISCELLANEOUS CONSUMABLE COMMODITIES, N.E.C.

This group includes occupations, not elsewhere classified, concerned with selling consumable commodities.

Occupational Titles:

SALES REPRESENTATIVE, FUELS
SALES REPRESENTATIVE, PETROLEUM PRODUCTS
SALES-PROMOTION REPRESENTATIVE

27 SALES OCCUPATIONS, COMMODITIES, N.E.C.

This division includes occupations concerned with selling commodities, not included in Division 26, when knowledge of the commodities sold is required.

270 SALES OCCUPATIONS, HOME FURNITURE, FURNISHINGS, AND APPLIANCES

This group includes occupations concerned with selling household furniture; house furnishings, such as china, glassware, silverware, floor coverings, bedding, curtains, draperies, upholstery, linens, brooms, and other household accessories; and home appliances, such as refrigerators, dishwashers, clothes washers and driers, sewing machines, vacuum cleaners, radios, television sets, phonograph and high fidelity equipment, household lamps, toasters, and room air conditioners. Occupations concerned with selling industrial and commercial air-conditioning units and refrigerators are included in Group 274.

Occupational Titles:

SALESPERSON, SEWING MACHINES
SALES REPRESENTATIVE, HOME FURNISHINGS
SALES REPRESENTATIVE, HOUSEHOLD APPLIANCES
SALESPERSON, CHINA AND SILVERWARE
SALESPERSON, CURTAIN AND DRAPERIES
SALESPERSON, FLOOR COVERINGS
SALESPERSON, FURNITURE
SALESPERSON, HOUSEHOLD APPLIANCES
SALESPERSON, STEREO EQUIPMENT

271 SALES OCCUPATIONS, ELECTRICAL GOODS, EXCEPT HOME APPLIANCES

This group includes occupations concerned with selling electrical industrial apparatus, electric transmission and distribution equipment, electric lighting and wiring equipment, communications equipment, and electrical and electronic components and accessories.

Occupational Titles:

SALES REPRESENTATIVE, COMMUNICATION EQUIPMENT
SALES REPRESENTATIVE, RADIOGRAPHIC-INSPECTION EQUIPMENT AND SERVICES
SALES REPRESENTATIVE, ULTRASONIC EQUIPMENT
SALESPERSON, ELECTRIC MOTORS
SALES REPRESENTATIVE, ELECTRONICS PARTS
SALES REPRESENTATIVE, VIDEOTAPE

272 SALES OCCUPATIONS, FARM AND GARDENING EQUIPMENT AND SUPPLIES

This group includes occupations concerned with selling such items as tractors, farm implements and machinery, feed and feed supplements, fertilizers, and lawn and gardening tools, equipment, and accessories; and horticultural and nursery products, such as shrubs, trees, seeds, and bulbs.

Occupational Titles:

SALES REPRESENTATIVE, ANIMAL-FEED PRODUCTS
SALES REPRESENTATIVE, FARM AND GARDEN EQUIPMENT AND SUPPLIES
SALES REPRESENTATIVE, POULTRY EQUIPMENT AND SUPPLIES
SALESPERSON, HORTICULTURAL AND NURSERY PRODUCTS

273 SALES OCCUPATIONS, TRANSPORTATION EQUIPMENT, PARTS AND SUPPLIES

This group includes occupations concerned with selling transportation equipment, such as motor vehicles (automobiles, trucks, motorcycles, and motor homes and campers) and equipment, aircraft and parts, boats, ships, marine supplies, railroad equipment, and camping, house, and utility trailers; and accessories, such as tires, tubes, and batteries. Occupations concerned with selling bicycles and small recreational vehicles, such as powered golf carts and snowmobiles, are included in Group 277. Occupations concerned with selling tractors, farm vehicles, and parts are included in Group 272.

Occupational Titles:

SALES REPRESENTATIVE, AIRCRAFT
SALESPERSON, AUTOMOBILES
SALES REPRESENTATIVE, AIRCRAFT EQUIPMENT AND PARTS
SALES REPRESENTATIVE, AUTOMOTIVE-LEASING
SALES REPRESENTATIVE, BOATS AND MARINE SUPPLIES
SALES REPRESENTATIVE, MOTOR VEHICLES AND SUPPLIES
SALES REPRESENTATIVE, RAILROAD EQUIPMENT AND SUPPLIES
SALESPERSON, AUTOMOBILE ACCESSORIES
SALESPERSON, TRAILERS AND MOTOR HOMES

274 SALES OCCUPATIONS, INDUSTRIAL AND RELATED EQUIPMENT AND SUPPLIES

This group includes occupations concerned with selling construction machinery, such as power shovels, bulldozers, and concrete mixers; mining and well-drilling equipment; building equipment, materials, and supplies, such as commercial heating, air-conditioning, and refrigerating equipment, plumbing fixtures, roofing, glass, insulation, bricks, and lumber; and industrial machinery, equipment, and supplies, such as textile machines, lubricating and material-handling equipment, abrasives, gears, pipefittings, wire rope, cartons, drums, and barrels.

Occupational Titles:

SALES REPRESENTATIVE, ELEVATORS, ESCALATORS, AND DUMBWAITERS
SALES REPRESENTATIVE, FOUNDRY AND MACHINE SHOP PRODUCTS
SALES REPRESENTATIVE, ABRASIVES
SALES REPRESENTATIVE, BOTTLES AND BOTTLING EQUIPMENT
SALES REPRESENTATIVE, BUILDING EQUIPMENT AND SUPPLIES
SALES REPRESENTATIVE, CONSTRUCTION MACHINERY
SALES REPRESENTATIVE, CONTAINERS
SALES REPRESENTATIVE, DAIRY SUPPLIES
SALES REPRESENTATIVE, HARDWARE SUPPLIES
SALES REPRESENTATIVE, INDUSTRIAL MACHINERY
SALES REPRESENTATIVE, INDUSTRIAL RUBBER GOODS
SALES REPRESENTATIVE, LUBRICATING EQUIPMENT
SALES REPRESENTATIVE, MATERIAL-HANDLING EQUIPMENT
SALES REPRESENTATIVE, METALS
SALES REPRESENTATIVE, OILFIELD SUPPLIES AND EQUIPMENT
SALES REPRESENTATIVE, PRINTING SUPPLIES
SALES REPRESENTATIVE, TEXTILE DESIGNS
SALES REPRESENTATIVE, TEXTILE MACHINERY
SALES REPRESENTATIVE, WELDING EQUIPMENT
SALES REPRESENTATIVE, WIRE ROPE

275 SALES OCCUPATIONS, BUSINESS AND COMMERCIAL EQUIPMENT AND SUPPLIES

This group includes occupations concerned with selling office machines, such as typewriters and data processing, computing, accounting, and duplicating machines; service industry machines, such as commercial vacuum cleaners and refrigerators; hotel and restaurant equipment and supplies; barber and florist supplies; shoe leather and findings; vending machines and cash registers; commercial laundry machinery and equipment; office and institutional furniture; and photocopy and microfilm equipment.

Occupational Titles:

SALES REPRESENTATIVE, COMPUTERS AND EDP SYSTEMS
SALES REPRESENTATIVE, BARBER AND BEAUTY EQUIPMENT AND SUPPLIES
SALES REPRESENTATIVE, CHURCH FURNITURE AND RELIGIOUS SUPPLIES
SALES REPRESENTATIVE, COMMERCIAL EQUIPMENT AND SUPPLIES
SALES REPRESENTATIVE, CORDAGE
SALES REPRESENTATIVE, HOTEL AND RESTAURANT EQUIPMENT AND SUPPLIES
SALES REPRESENTATIVE, MORTICIAN SUPPLIES
SALES REPRESENTATIVE, OFFICE MACHINES
SALES REPRESENTATIVE, PRESSURE-SENSITIVE TAPE
SALES REPRESENTATIVE, SCHOOL EQUIPMENT AND SUPPLIES
SALES REPRESENTATIVE, SHOE LEATHER AND FINDINGS
SALES REPRESENTATIVE, VENDING AND COIN MACHINES
SALESPERSON, FLORIST SUPPLIES

276 SALES OCCUPATIONS, MEDICAL AND SCIENTIFIC EQUIPMENT AND SUPPLIES

This group includes occupations concerned with selling dental, medical, veterinary, and ophthalmic equipment and supplies, such as surgical instruments, dental tools, eyeglasses, hearing aids, orthopedic appliances, artificial limbs, and related hospital supplies; and engineering, laboratory, and scientific instruments and supplies, such as slide rules, drafting implements, measuring and controlling instruments, lenses and optical instruments, and navigation and surveying instruments.

Occupational Titles:

SALES REPRESENTATIVE, DENTAL AND MEDICAL EQUIPMENT AND SUPPLIES
SALES REPRESENTATIVE, WEIGHING AND FORCE-MEASUREMENT INSTRUMENTS
SALESPERSON, ORTHOPEDIC SHOES
SALESPERSON, SURGICAL APPLIANCES
SALESPERSON, HEARING AIDS
SALES REPRESENTATIVE, ARCHITECTURAL AND ENGINEERING SUPPLIES
SALES REPRESENTATIVE, PRECISION INSTRUMENTS
SALES REPRESENTATIVE, VETERINARIAN SUPPLIES

277 SALES OCCUPATIONS, SPORTING, HOBBY, STATIONERY, AND RELATED GOODS

This group includes occupations concerned with selling amusement devices, such as games and toys; sporting and athletic goods, such as firearms and ammunition, fishing tackle, golf and tennis goods, bicycles, billiard tables, skates, and gymnasium and playground equipment; photographic equipment and supplies, such as cameras, projectors, film, and enlargers; musical instruments and accessories, sheet music, phonograph records, and prerecorded tapes; pets and pet supplies; hobby goods, including stamps and coins for collectors; souvenirs, trinkets, and novelties; books and periodicals; and stationery goods and greeting cards. Occupations concerned with selling industrial photographic equipment, such as blueprinting and diazotype (white printing) equipment, are included in Group 274. Occupations concerned with selling commercial photographic equipment, such as photocopy and microfilm equipment, are included in Group 275.

Occupational Titles:

SALESPERSON, PIANOS AND ORGANS
SALES REPRESENTATIVE, HOBBIES AND CRAFTS
SALES REPRESENTATIVE, MUSICAL INSTRUMENTS AND ACCESSORIES
SALES REPRESENTATIVE, NOVELTIES
SALES REPRESENTATIVE, PUBLICATIONS
SALES REPRESENTATIVE, RECREATION AND SPORTING GOODS
SALES REPRESENTATIVE, WRITING AND MARKING PENS
SALESPERSON, BOOKS
SALESPERSON, MUSICAL INSTRUMENTS AND ACCESSORIES
SALESPERSON, PETS AND PET SUPPLIES
SALESPERSON, PHONOGRAPH RECORDS AND TAPE RECORDINGS
SALESPERSON, PHOTOGRAPHIC SUPPLIES AND EQUIPMENT
SALESPERSON, SHEET MUSIC
SALESPERSON, SPORTING GOODS
SALESPERSON, STAMPS OR COINS
SALESPERSON, TOY TRAINS AND ACCESSORIES
SALESPERSON, ART OBJECTS

279 SALES OCCUPATIONS, MISCELLANEOUS COMMODITIES, N.E.C.

This group includes occupations, not elsewhere classified, concerned with selling commodities.

Occupational Titles:

MANUFACTURERS' REPRESENTATIVE
SALES EXHIBITOR
SALES REPRESENTATIVE, GENERAL MECHANDISE
SALES REPRESENTATIVE, JEWELRY
SALES REPRESENTATIVE, LEATHER GOODS
SALES REPRESENTATIVE, PAPER AND PAPER PRODUCTS

SALES REPRESENTATIVE, PLASTIC PRODUCTS
SALES REPRESENTATIVE, WATER-SOFTENING EQUIPMENT
SALESPERSON-DEMONSTRATOR, PARTY PLAN
SALESPERSON, BURIAL NEEDS
SALESPERSON, FLYING SQUAD
SALESPERSON, GENERAL HARDWARE
SALESPERSON, GENERAL MERCHANDISE
SALESPERSON, JEWELRY
SALESPERSON, PARTS

29 MISCELLANEOUS SALES OCCUPATIONS

This division includes occupations concerned with sales transactions, except those of sales representatives and salespersons which are included in Divisions 25, 26, and 27, and occupations closely related to sales transactions, even though they do not involve actual participation in such transactions.

290 SALES CLERKS

This group includes occupations concerned with selling, usually in a retail store, any of a large variety of inexpensive merchandise, usually without specializing in any single commodity and not requiring much more knowledge of merchandise than price.

Occupational Titles:

COUPON-REDEMPTION CLERK
SALES CLERK
SALES CLERK, FOOD

291 VENDING AND DOOR-TO-DOOR SELLING OCCUPATIONS

This group includes occupations concerned with hawking and selling merchandise or services on street, door-to-door, or at amusement and recreational facilities, such as sports arenas and nightclubs, using basket, pushcart, horse and wagon, stand, carrying case, or truck to carry merchandise.

Occupational Titles:

SUBSCRIPTION CREW LEADER
SALES REPRESENTATIVE, DOOR-TO-DOOR
LEI (garlands of flowers) SELLER
CIGARETTE VENDOR
LOUNGE-CAR ATTENDANT
PEDDLER
VENDOR

292 ROUTE SALES AND DELIVERY OCCUPATIONS

This group includes occupations concerned with selling and delivering such items as baked goods, milk, ice, newspapers, and laundry and dry cleaning to customers by driving truck or other vehicle or walking along established route. Includes collecting coins from vending or amusement machines, juke boxes, parking meters, and pay telephones along established route. Occupations concerned with selling merchandise on street, from vehicle, or door-to-door are found in Group 291. Occupations concerned only with transporting goods by truck are found in Division 90.

Occupational Titles:

COIN-MACHINE-COLLECTOR SUPERVISOR
SUPERVISOR, ROUTE SALES-DELIVERY DRIVERS
DRIVER, SALES ROUTE
NEWSPAPER-DELIVERY DRIVER
NEWSPAPER CARRIER
LUNCH-TRUCK DRIVER
COIN COLLECTOR
DRIVER-HELPER, SALES ROUTE
COIN-MACHINE COLLECTOR

293 SOLICITORS

This group includes occupations concerned with encouraging individuals to join, contribute to, or otherwise participate in activities or causes, such as joining clubs or organizations, contributing money or time to charitable causes, or donating blood.

Occupational Titles:

SUPERVISOR, BLOOD-DONOR RECRUITERS
FUND RAISER
BLOOD-DONOR RECRUITER
GOODWILL AMBASSADOR
MEMBERSHIP SOLICITOR

294 AUCTIONEERS

This group includes occupations concerned with selling commodities to highest bidder at auctions.

Occupational Titles:

AUCTIONEER
AUCTION CLERK
AUCTION ASSISTANT

295 RENTAL CLERKS

This group includes occupations concerned with renting commodities, such as automobiles, bicycles, boats, films, televisions, tools and equipment, and trailers.

Occupational Titles:

APPAREL-RENTAL CLERK
TOOL-AND-EQUIPMENT-RENTAL CLERK
AIRPLANE-CHARTER CLERK
BABY-STROLLER AND WHEELCHAIR RENTAL CLERK
FILM-RENTAL CLERK
SAFE-DEPOSIT-BOX RENTAL CLERK
BICYCLE-RENTAL CLERK
BOAT-RENTAL CLERK
HOSPITAL-TELEVISION-RENTAL CLERK
TRAILER-RENTAL CLERK
AUTOMOBILE-RENTAL CLERK

296 SHOPPERS

This group includes occupations concerned with visiting competing stores to gather information, such as style, quality, and prices of competitive merchandise, to aid employing establishment in setting its prices and determining its buying policy; suggesting suitable purchases to customers; and purchasing items from other stores for individual customers.

Occupational Titles:

PERSONAL SHOPPER
AUTOMOBILE LOCATOR
COMPARISON SHOPPER

297 SALES PROMOTION OCCUPATIONS

This group includes occupations concerned with promoting interest on the part of customers to buy or rent merchandise or real estate by indirect selling techniques, such as modeling or demonstrating merchandise, instructing customers in arts and crafts involved in producing or using product, or giving guided tours to prospective buyers.

Occupational Titles:

DEMONSTRATOR
DEMONSTRATOR, KNITTING
DEMONSTRATOR, ELECTRIC-GAS APPLIANCES
EXHIBIT-DISPLAY REPRESENTATIVE
INSTRUCTOR, PAINTING

DEMONSTRATOR, SERVING TECHNIQUES
GUIDE, REAL ESTATE
MODEL

298 MERCHANDISE DISPLAYERS

This group includes occupations concerned with planning and executing commercial displays, such as those in windows and interiors of retail stores and those used in trade exhibitions.

Occupational Titles:

DISPLAYER, MERCHANDISE
DECORATOR

299 MISCELLANEOUS SALES OCCUPATIONS, N.E.C.

This group includes occupations, not elsewhere classified, concerned with sales transactions.

Occupational Titles:

MANAGER, DEPARTMENT
SALES SUPERVISOR, MALT LIQUORS
SAMPLE-ROOM SUPERVISOR
SUPERVISOR, ICE STORAGE, SALE, AND DELIVERY
SUPERVISOR, MARINA SALES AND SERVICE
CIRCULATION-SALES REPRESENTATIVE
SALES-SERVICE REPRESENTATIVE, MILKING MACHINES
LINE CONTROLLER
TELEPHONE SOLICITOR
WEDDING CONSULTANT
DRAPERY AND UPHOLSTERY MEASURER
GIFT WRAPPER
CUSTOMER-SERVICE CLERK
STOCK CLERK, SELF-SERVICE STORE
WATCH-AND-CLOCK-REPAIR CLERK
PLATFORM ATTENDANT
DRAPERY AND UPHOLSTERY ESTIMATOR
STAMP ANALYST
STAMP CLASSIFIER
LAYAWAY CLERK
OPTICIAN, DISPENSING
DELIVERER, MERCHANDISE
PRODUCE WEIGHER
IMPERSONATOR, CHARACTER
BILLPOSTER
STOCK CHECKER, APPAREL
SALES ATTENDANT
PORTER, SAMPLE CASE
SANDWICH-BOARD CARRIER

ORIENTATION TO DISTRIBUTIVE EDUCATION AND DECA

LESSON PLAN #3

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

1.09 Discuss the purposes of DECA.
1.10 Describe the organization of DECA on the national, state and district levels.
1.11 Explain the significance of the DECA diamond and creed.
1.12 List and describe the divisions of DECA.
1.13 Explain how DECA is an integral part of the total distributive education program.

Resources:

1. Information Sheet 3.01 - What is DECA?
2. Information Sheet 3.02 - Purposes of DECA
3. Information Sheet 3.03 - Terms and Definitions of DECA
4. Information Sheet 3.04 - Why Join DECA?
5. Assignment Sheet 3.01 - DECA Data
6. Transparency Master 3.01 - What is DECA?
7. Transparency Master 3.02 - What is DECA?
8. Transparency Master 3.03 - Goals of DECA
9. Transparency Master 3.04 - The DECA Emblem
10. Transparency Master 3.05 - The DECA Creed

Teacher Activities:

1. Distribute Information Sheet 3.01 - What is DECA? to students and go over main points.

2. Distribute Information Sheets 3.02 - Purposes of DECA and 3.03 - Terms and Definitions of DECA and read along with students.

3. Use Transparency Masters 3.01 through 3.05 when going over Information Sheets 3.01 and 3.02.

4. Discuss the reasons students should join DECA using Information Sheet 3.04 - Why Join DECA?

5. Diagram on the board the organization of DECA, incorporating information on all three levels: district, state and national.

6. List and describe the different divisions of DECA.

7. Go over the DECA emblem with students using Transparency Master 3.06. Be sure to explain the following:

   A. Leadership Development--Distributive education students are given opportunities to participate in many activities designed to teach them to be not only leaders but also followers.

   B. Civic Consciousness--Distributive education students learn to recognize their obligations to the community.

   C. Vocational Understanding--Being able to take one's position in the world of business.

   D. Social Intelligence--Through contact and social events DECA members are given opportunities to develop poise and to gain a knowledge of the social graces necessary in our society.

   E. Wrapped Package--Symbolizes a well-rounded education in preparation for life.

   F. Rays of Sunshine--Denote the glowing personal satisfaction resulting from a complete job that has been well done.

   G. DECA COLORS

      (1) Blue--Suggests sincerity and genuineness.

      (2) Gold--Crowning success which comes to one who lives usefully and wisely.

   H. DECA Tagline--"Developing future leaders for marketing and distribution."

      (Oklahoma's Course of Study Guide for Distributive Education, p. DE 1-7A Information Sheet. University of Oklahoma, Stillwater, Oklahoma.)

8. Read the DECA Creed to the students while showing Transparency Master 3.07.

9. Explain how DECA is incorporated into a distributive education program.

10. Give Assignment Sheet 3.01 to students to be collected the next class meeting.

Student Activities:

1. Keep for future reference Information Sheets 3.01 - What is DECA?, 3.02 - Purposes of DECA, 3.03 - Terms and Definitions of DECA and 3.04 - Why Join DECA?

2. Take notes on DECA emblem.

Assignment: Fill out DECA Data Sheet and return it to instructor at the next class meeting.

ORIENTATION TO DISTRIBUTIVE EDUCATION AND DECA

INFORMATION SHEET 3.01

What is DECA?

DECA (Distributive Education Clubs of America) is the program of youth activities that relates the DE classroom instruction to participation in social, civic, professional, educational and service activities in the community. DECA also develops the local chapter as a "show window" for student achievement and progress, and is the public relations arm of the DE instructional program.

DECA is a student-centered organization whose program of leadership and personal development is designed specifically for students enrolled in Vocational Distributive Education programs offered by the State Departments of Education and local school boards throughout the nation. DECA is a non-profit, non-political and non-sectarian youth organization.

Any student enrolled in any distributive education instructional program in the nation is eligible for membership in DECA at the local, state and national level. At the local level, DE students form a chapter of DECA and elect their own student officers. The DE teacher-coordinator serves as the chapter advisor. Nearly all chapters are self-supporting with members paying local, state and national dues.

All chapters within a state are chartered by and comprise a State Association of DECA. Each State Association elects student officers from its membership.

National DECA is composed of State Associations. Student delegates elected or appointed by each state elect National officers.

National DECA is made up of five divisions representing High School, Junior Collegiate and Collegiate Distributive Education students, an Alumni Division representing former DE students at all levels and a Professional Division representing teacher-coordinators, DE supervisors and administrators, supporting businessmen and women and interested parents.

DECA Chapters may be found in all fifty states, with a total membership of nearly 150,000 members.

DECA is recognized by the United States Office of Education (USOE) as being an integral part of the total distributive education program. DE students have common objectives and interests in that each is studying for a specific career objective. DECA activities have a tremendous psychological effect upon the

attitudes of students and many students have no other opportunity to participate in social activities of the school or to develop responsibilities of citizenship. DECA members learn to serve as leaders and followers, and have opportunity for local, state and national recognition that they might not otherwise have. Each local chapter is the "show window" for student achievement and progress in acquiring job competencies for successful careers in the field of distribution, and in many cases is the public relations arm of the DE instructional program.

Source: Leadership Development - A Training Guide for DECA Chapter Advisors

INFORMATION SHEET 3.02

Purposes of DECA

DECA chapters are to DE students what a civic or professional organization is to a group of business people. Chapter activities are recognized as a part of the total distributive education educational program because of their development of leadership ability, professional attitudes, better citizenship characteristics, and social growth of the individual. Specifically, DECA activities:

A. Develop a respect for education in marketing and distribution which will contribute to vocational competence.

B. Provide a thorough program of activities relating to the opportunities in the field of distribution, thereby assisting the student in making an intelligent choice of occupation.

C. Allow practical application of distributive education knowledges, skills and abilities through competition, social and professional student-centered activities and events.

D. Develop progressive, competent, self-reliant and cooperative leadership in the field of distribution.

E. Engender an understanding of, and an appreciation for, our economic system of free, competitive enterprise.

F. Promote understanding and appreciation of the responsibilities of citizenship in our free enterprise system.

G. Encourage the use of high ethical standards in business.

H. Establish a sense of responsibility - through business - to the civic, social and moral welfare of society.

I. Give each student an awareness of vocational education and what it can contribute to business through use of the training facilities it offers.

DECA seeks to achieve its purposes by creating interest in all phases of marketing and distribution study, and by serving as an avenue of expression for individual talent.

ORIENTATION TO DISTRIBUTIVE EDUCATION AND DECA

INFORMATION SHEET 3.03

Terms and Definitions of DECA

1. DECA, Inc. - Legal name of the adult group responsible for the youth program of DECA. Organized in 1946. Meets twice a year.

2. DECA - Term used in referring to the student organization: local, state or national.

3. DECA CHAPTER - Any school unit chartered by a State Association of DECA, consisting of individual DECA members and at least one advisor.

4. BOARD OF DIRECTORS - Elected by members of DECA, Inc. to set policy for DECA, Inc. and the DECA Foundation.

5. NATIONAL ADVISORY BOARD - Representatives from organizations contributing financial support to DECA. Serves in advisory capacity to Directors. Meets as necessary.

6. REGIONAL DECA CONFERENCES - Leadership meetings held generally in the fall of the year in each of four DECA Regions for the purpose of providing an opportunity for leadership development of State Association officers and DECA advisors.

7. CAREER DEVELOPMENT CONFERENCE - Annual climax of year's DECA activity. Purposes: recognize outstanding individual ability and classroom achievement; inspire individual and group leadership. High School Division Conference approved by National Association of Secondary School Principals.

8. NATIONAL DELEGATES - Student representatives elected by State Associations to conduct the official business of the student organization. National officers are elected by and from these delegates.

9. VOTING DELEGATES - Student representatives elected by local chapters to conduct the official business of the student organization at the regional and state level. Regional officers and state officers are elected by these delegates.

10. THE DECA DISTRIBUTOR - Official publication of DECA, Inc. Circulation approximately 150,000 with readership estimated at two to one.

11. DECA HEADQUARTERS - National DECA Center, Reston, Virginia.

How to Use DECA Terms:

When referring to district, regional, state or national meetings of DECA, they are *conferences*, not conventions.

Adults charged with the responsibility of giving guidance and counsel to chapters and state associations are called *advisors*, not sponsors.

Local segments of DECA are called *chapters*, not clubs.

We have *competitive events* at the State and National Leadership Conferences, not contests.

The book in which DECA activities are recorded is known as a *chapter activities manual*, not a scrapbook.

Keep in mind the difference between *DE and DECA* and *DE students and DECA members*. A student is not enrolled in DECA.

An activity, the purpose of which is to raise money for the chapter, is called a *sales project*, not a fund-raising activity.

INFORMATION SHEET 3.04

Why Join DECA?

Because:

DECA is the *only* youth organization operating through the public schools of the nation to attract young people to careers in marketing and distribution.

DECA is a *teaching device* through which the coordinating teacher can enrich, enliven and enlarge the DE curriculum.

DECA encourages *social intelligence* through satisfactory social and recreational activities.

DECA encourages *free enterprise* and *economic awareness* through individual instruction, studies in marketing projects, creative marketing projects, exposure to successful business leaders, and by *practical experience* in business establishments.

DECA encourages *civic responsibility* through professional conferences, chapter activities, school improvement projects, and support of community projects.

DECA provides each member an opportunity to participate in many activities designed to teach him or her to be not only a *leader* but also a *follower.*

DECA believes in *competition* and offers *awards* and *recognition* to student members for outstanding accomplishment.

DECA maintains its own *Scholarship Loan Program* to assist and encourage its members toward higher education.

DECA funds are used directly for *student benefit* through the program of youth activity:

Awards and Scholarships
Leadership Conferences
Program Development
Member Services
Public Information
Leadership Training
Educational Projects

DECA with your support will continue to *develop future leaders for marketing and distribution.*

ORIENTATION TO DISTRIBUTIVE EDUCATION AND DECA

ASSIGNMENT SHEET 3.01

DECA Data

1. The point on the DECA emblem which represents one's knowledge and skills in marketing, such as merchandising and salesmanship is vocational, _____.

2. Through their class and chapter activities, distributive education students develop civic _____ as shown on one point of the DECA emblem.

3. The DECA Tagline is "Developing _____ for marketing and distribution."

4. The point on the DECA emblem which represents the DECA member's opportunity to develop poise and social grace is _____ intelligence.

5. The DECA color of gold represents _____ which comes to one who lives usefully and wisely.

6. The point on the DECA emblem which represents the student's involvement in DECA activities to be a director as well as a follower is _____ development.

7. The statement of DECA principles is known as the DECA _____.

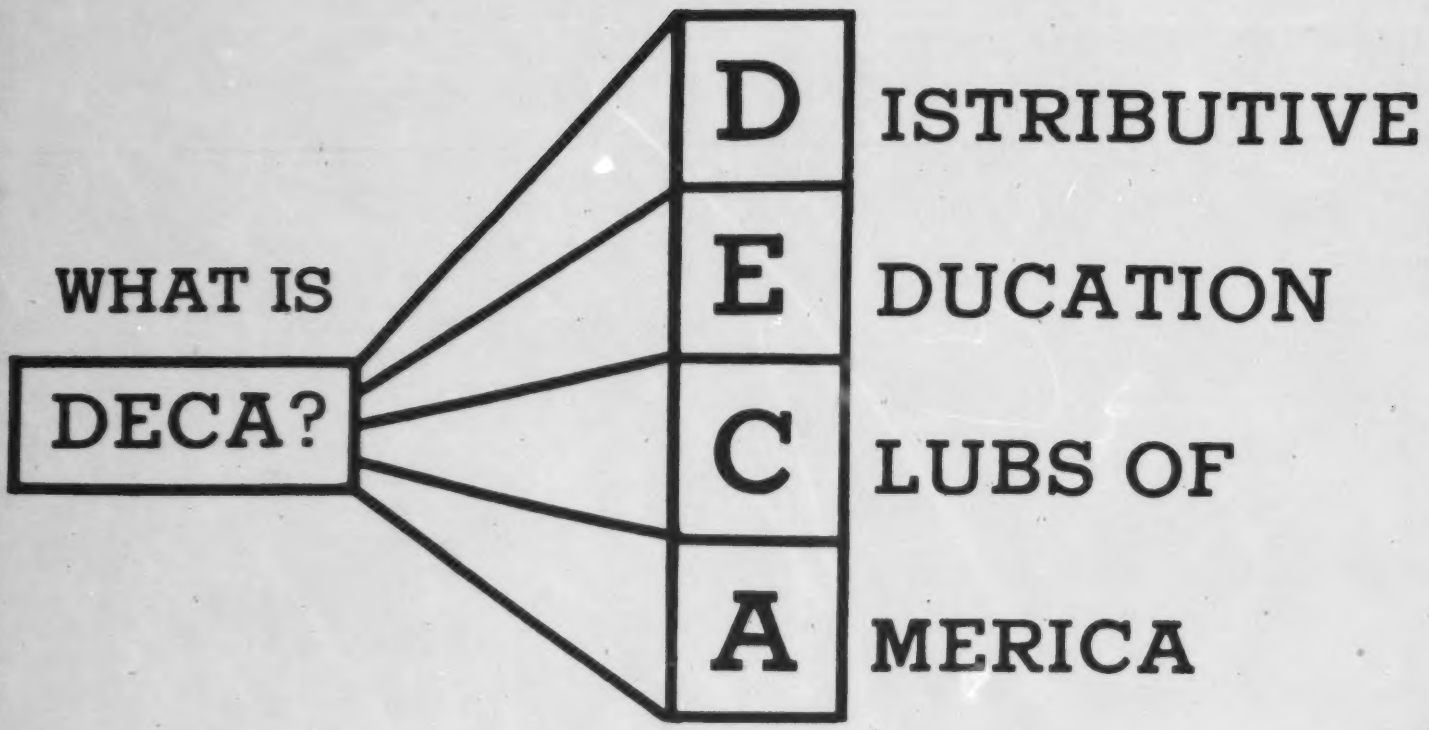
8. Local segments of DECA are called _____, not clubs.

9. The DECA color which suggests sincerity and genuineness is _____.

10. The distributive education program and DECA believe in the democratic philosophies of enterprise and competition; true or false? (circle one)

Key for Assignment Sheet 3.01

1. understanding
2. consciousness
3. future leaders
4. social
5. crowning success
6. leadership
7. creed
8. chapters
9. blue
10. true


WHAT IS
DECA?
D
E
C
A
ISTRIBUTIVE
DUCATION
LUBS OF
MERICA

DECA

-- A VITAL PART OF THE LOCAL

DISTRIBUTIVE EDUCATION

PROGRAM --

IS A NATIONAL YOUTH ORGANIZATION

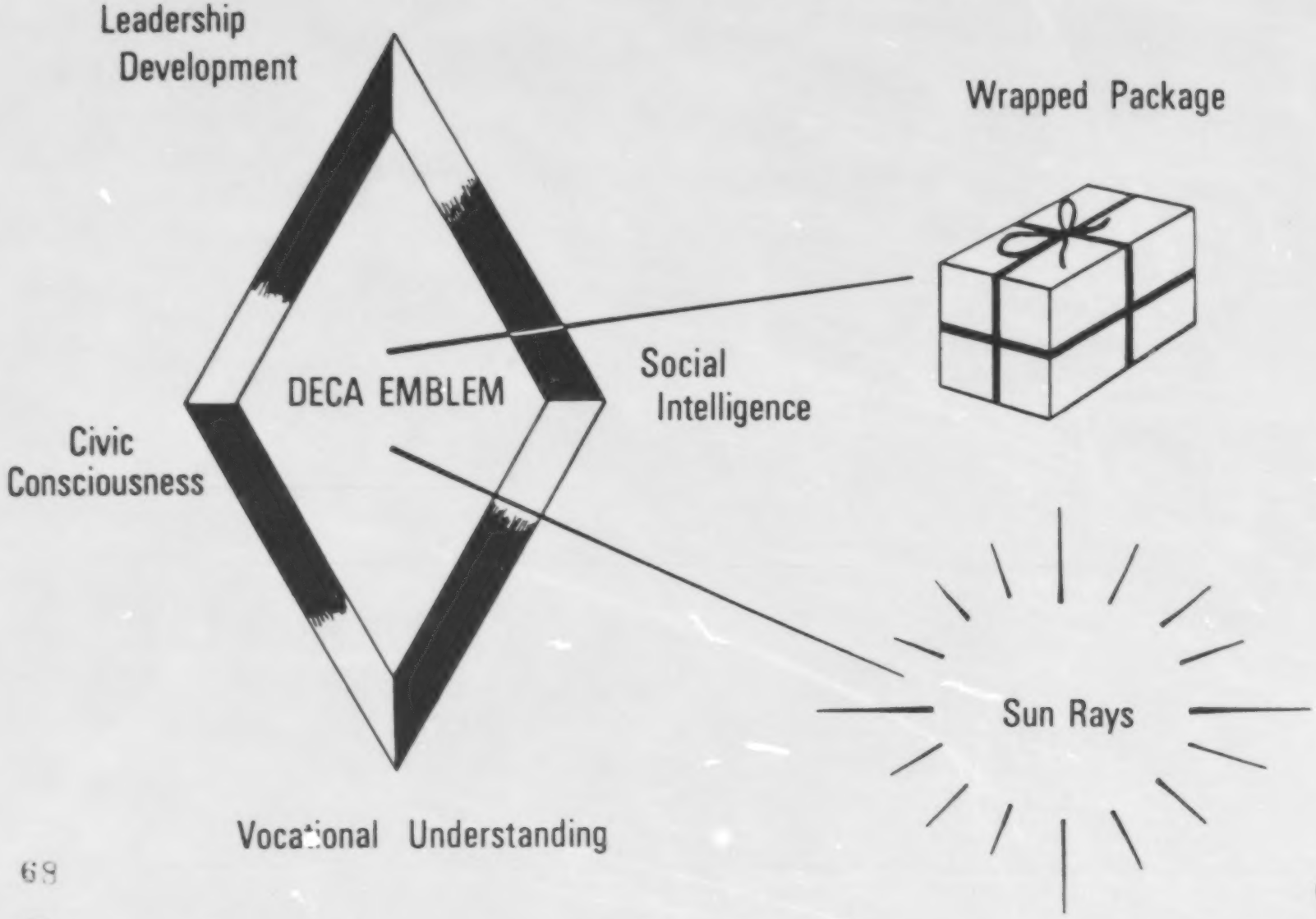
OF DISTRIBUTIVE EDUCATION STUDENTS

GOALS OF DECA

- DEVELOP FUTURE LEADERS FOR BUSINESS
- PROVIDE OPPORTUNITIES TO WORK COOPERATIVELY
- PROVIDE STATE AND NATIONAL RECOGNITION FOR STUDENTS
- PROVIDE SOCIAL ACTIVITIES

TM 3.04

The DECA Emblem



Distributive Education Clubs of America

I believe in the future which I am planning for myself in the field of distribution, and in the opportunities which my vocation offers.

I believe in fulfilling the highest measure of service to my vocation, my fellow beings, my country and my God—that by so doing, I will be rewarded with personal satisfaction and material wealth.

I believe in the democratic philosophies of private enterprise and competition, and in the freedom of this nation—that these philosophies allow for the fullest development of my individual abilities.

I believe that by doing my best to live according to these high principles, I will be of greater service both to myself and to mankind.

—the DECA Creed

DEVELOPING FUTURE LEADERS FOR MARKETING AND DISTRIBUTION

ORIENTATION TO DISTRIBUTIVE EDUCATION AND DECA

LESSON PLAN #4

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

1.14 State the duties of the DECA officers.
1.15 Describe how a DECA chapter can contribute to its members, the school and community.

Resources:

1. Information Sheet 4.01 - Duties of Chapter Officers
2. Information Sheet 4.02 - How a Chapter Contributes to Its Members, School and Community

Teacher Activities:

1. Distribute to students Information Sheet 4.01 - Duties of Chapter Officers and cover the main points.

2. Discuss the key points on Information Sheet 4.01 - How a Chapter Contributes to Its Members, School and Community.

Student Activities:

1. Read over the Information Sheets 4.01 - Duties of Chapter Officers and 4.02 - How a Chapter Contributes to Its Members, School and Community.

2. Discuss information about DECA which you feel needs to be covered again.

Assignment: None

ORIENTATION TO DISTRIBUTIVE EDUCATION AND DECA

INFORMATION SHEET 4.01

Duties of Chapter Officers

Any organization designed to be of lasting value to its members must have competent and aggressive leadership. Duly elected officers provide the leadership for the local distributive education chapter. Every officer should be selected on his or her ability to meet the requirements and perform well the duties of the office to which elected.

Below are listed some of the duties and responsibilities of officers generally elected to lead your local DECA chapter. *Every chapter member* should be reasonably certain that his or her choice has the qualifications and the desire to do the job well.

The PRESIDENT

1. Presides over and conducts chapter meetings in accordance with accepted parliamentary procedure.
2. Keeps discussions on the subject.
3. Sees that time limits are observed.
4. Selects and appoints members to serve on committees.
5. Represents the chapter at special school events and before civic clubs and other out-of-school organizations.
6. Coordinates and guides the efforts of all chapter officers.
7. Serves as ex-officio member of chapter committees.
8. Consults regularly with advisor on the progress of the chapter's program of work.
9. Determines the need for and calls any necessary special chapter meetings.
10. Promotes energetic activity on the part of chapter members through the display of his or her own enthusiasm.
11. Conducts himself or herself at all times in a manner that reflects credit upon the chapter.
12. Counsels with other chapter officers concerning their duties and responsibilities.

The VICE-PRESIDENT

1. Assists the president in the discharge of his or her duties and responsibilities.

2. Presides over chapter and executive committee meetings in the absence of the president.

3. Assumes the full duties and responsibilities of the president should she or he be absent for a long period or leave the chapter permanently.

4. Coordinates and guides the efforts of all chapter committees, thus serving as an ex-officio member on all chapter committees.

The TREASURER

1. Receives and accounts for all funds which come into the chapter treasury.

2. Assists in the preparation of a statement of estimated receipts and expenditures for the year.

3. Keeps financial records neat, accurate and up-to-date.

4. Collects all individual state and national chapter dues and is responsible for their disbursement to the state and/or national treasurers.

5. Pays out funds on authorization of the chapter.

6. Encourages individual chapter members to establish "thrift accounts" or regular "savings" plans.

7. Protects the financial reputation of the chapter by seeing that its obligations are met promptly.

8. Helps plan and execute the ways and means of providing for chapter income.

9. Assists in preparing monthly statements of receipts and expenditures.

The SECRETARY

1. Takes notes and prepares adequate minutes of each regular and called meetings of the chapter.

2. Answers all incoming chapter correspondence.

3. Keeps a proper file of copies of all outgoing and incoming correspondence.

4. Prepares all necessary chapter reports.

5. Protects any and all permanent records of the chapter.

6. Is responsible for the posting of items of common interest and benefit on the classroom and/or school bulletin boards.

7. Reads letters and/or other communications at chapter meetings.

8. Keeps a proper record of votes cast--especially on important issues.

9. Is prepared at every regular meeting to give the chapter information about any unfinished business or any new business which is before the chapter for the first time.

10. Has available at each regular meeting: minutes of previous meetings, a record of committees and their past reports, the chapter's program of work, and a copy of the constitution and by-laws and a copy of a State and National DECA Handbook.

The REPORTER (May be appointed by the president as well as elected)

1. Seeks, gathers and classifies all chapter news.

2. Prepares articles for publication in school and local newspapers.

3. Contacts and acquaints the editors of school and local newspapers with the aims and purposes of distributive education.

4. Keeps a cumulative file of clippings, pictures, charts, copies of special programs, etc., and assists in building the chapter's "public relations" manual.

5. Works with the secretary in preparing and selecting materials for the bulletin board.

6. Prepares and collects news and feature articles of state-wide and/or national interest and submits them to the state newsletter or magazine.

7. Assists in planning, collecting, preparing and arranging materials for chapter exhibits to be used for publicity.

8. Submits interesting articles, projects, etc., to *The Distributor* for national coverage.

The PARLIAMENTARIAN

1. Is interested in and willing to help other chapter members understand the fundamental purposes of parliamentary law.

2. Is prepared to advise the presiding officer and other chapter members on points of parliamentary procedure.

3. Has reference material pertaining to acceptable parliamentary procedure available to refer to should the need arise.

4. Is ever alert and calls the chair's attention to significant irregularities in procedure.

5. Is prepared to explain any irregularity and its effect on the fair and equal rights of all chapter members.

CHARACTERISTICS OF GOOD MEMBERS

1. They are prompt.

2. They are proud of their organization and are knowledgeable of its purposes, goals and objectives and creed.

3. They accept their share of responsibility for carrying out the business of the chapter.

4. They are receptive of others' ideas and opinions and respect others' rights to express their ideas and opinions.

5. They weigh and deliberate before reaching a decision, knowing the importance of compromise for the benefit of all chapter members.

6. They know the purpose of each meeting and activity and work for its accomplishment.

7. They carry out all assignments to the best of their ability.

8. They are constantly thinking and acting for the benefit of the organization.

9. They act in the school and community in a manner that reflects favorably on the organization, distributive education and themselves.

10. They cooperate fully with their chapter officers, and at the same time demand of them the leadership they were elected to provide.

ORIENTATION TO DISTRIBUTIVE EDUCATION AND DECA

INFORMATION SHEET 4.02

How A Chapter Contributes To Its Members, School and Community

Chapters can best serve their schools and communities if they provide a variety of activities through the year. Your chapter will get its full reward of enthusiasm and member satisfaction if it plans activities in all five of the following recommended areas:

PROFESSIONAL

Most chapters provide professional meetings to enlighten their members' knowledge of various fields. Guest speakers, panel discussions, and films are frequently scheduled for meetings, and many chapters take field trips to study specific problems relating to their DE instruction. Possibly the most widely used professional activity is the annual Employer-Employee Banquet. This function is used by more chapters than any other single activity to create good will in the community.

Competitive activities and project participation are also considered professional activities. Local chapters are usually the scene of competitive preparation; district or regional, state and national leadership conferences provide the *proving grounds* for students to test their knowledge, skills and ability with those of others. Recognizing individual achievement is only one objective of DECA competitive events and projects. Their basic purpose is to improve the knowledge and skills of students through practice and application. Win or lose, students profit from their experiences.

Alumni *followup* is yet another type of professional activity. Many chapters sponsor annual socials in honor of ex-students. Some have even established scholarships in local colleges that are awarded to deserving graduates.

CIVIC ACTIVITIES

This area is one in which a chapter serves its entire community. Civic projects can develop a wholesome reputation for your chapter. Many chapters sponsor or co-sponsor activities benefiting such organizations as the *March of Dimes, Heart Fund, Community Chest, United Fund* and others. Activities of this nature offer a valuable service to the community and develop respect for the local DECA Chapter. Other civic activities inform the public about DE and DECA and develop good public

relations. Chapters often enter floats in parades and sponsor booths at community fairs to tell the DE-DECA story. Through working with Chambers of Commerce and other local merchant and business organizations a DECA chapter may provide a worthwhile service to their local business community by conducting comprehensive creative marketing projects relevant to the business community.

The typical school offers a multitude of opportunities for a chapter to be of service. Some charters assist in school-wide activities, such as clean-up drives and citizenship campaigns. Others decorate the school, local buildings, or parks for special occasions such as Christmas, Halloween, Easter and Thanksgiving. Assembly programs can serve the school. Speakers or films of general interest can be presented to the student body in *open meetings* of the chapter.

BENEVOLENT ACTIVITIES

These activities involve the helping of others with no regard for recognition other than the satisfaction derived from helping those in need. Some suggestions might include naming a chapter grandmother or grandfather and helping provide for her or him through the year, sponsoring a Christmas party for needy children or an orphanage, and preparing Thanksgiving or Christmas boxes for the needy. Civic organizations can be contacted for additional ideas for benevolent activities in local communities. Chapters can operate continuous projects by assisting local welfare agencies. Certainly, the possibility to serve the needy is unlimited.

FUND RAISING

There is no question about the importance of a chapter's finance. Sales projects are educational and fun too, when every chapter member participates. Sales projects provide a common goal for achievement and can develop an esprit de corps among chapter members. Members are usually more enthusiastic about paying dues when they know their chapter earns the money it spends. Ideas range from special sales to promoting style shows, but the type of project adopted is of little consequence when compared to the pride members develop in a chapter that *pays its own way* as much as it can.

SOCIAL ACTIVITIES

Chapters should provide recreation for their members. One of the original philosophies of DECA, as true today as ever, is to provide social activities to make up for the school functions members miss because of off-campus training. Socials can also be used to acquaint others with DE and DECA. Chapters that invite visitors, such as faculty members, merchants, and prospective students and parents to their socials, usually receive increased public interest as their reward.

ORIENTATION TO DISTRIBUTIVE EDUCATION AND DECA

LESSON PLAN #5

Time for Lesson: 55 minutes

Objectives: After completion of this lesson, students should be able to:

1.16 Explain the DECA competitive events, scholarships and the opportunities that are available to students.
1.17 Describe the activities of the district, state and national DECA conferences.

Resources:

1. Information Sheet 5.01 - Scholarship Loan Awards
2. Assignment Sheet 5.01 - The Cube Stacking Game

Teacher Activities:

1. Read the teacher instructions for Assignment Sheet 5.01 - The Cube Stacking Game, and set up the classroom as called for in the instructions.

2. Divide students into groups for the game and then proceed.

3. Read the game overview to the students.

4. After completing the game tie in competing to DECA competition events.

5. (Because of the continuous updating and revision of the DECA Competitive Events program, it is of the utmost importance that the DE coordinator order current editions of the state and national DECA Handbooks. The State Handbook is available from the Missouri State DECA Association and the National Handbook is available from DECA Related Materials, Reston, Virginia.) Using these current handbooks, outline the competitive events and the activities of the district, state and national DECA conferences.

6. Hand out Information Sheet 5.01 - Scholarship Loan Awards, and go over it with students.

7. Explain to students the opportunities the different events have to offer.

8. Discuss how the chapter could benefit from playing "The Cube Stacking Game."

Student Activities:

1. Play "The Cube Stacking Game" in class.
2. Read over Information Sheet 5.01 - Scholarship Loan Awards and discuss how competition can help the chapter.

Assignment: Play "The Cube Stacking Game" in your class and discuss the objectives of the exercise.

ORIENTATION TO DISTRIBUTIVE EDUCATION AND DECA

INFORMATION SHEET 5.01

Scholarship Loan Awards

The Scholarship Loan Awards Program is a plan whereby members of DECA may have the opportunity to further their education in marketing and distribution or to prepare for careers in the teaching of Distributive Education. The program is made possible by gifts and contributions from interested individuals and organizations and by award recipients themselves. The program is administered by DECA, Inc.

Any high school senior or graduate who is an active member of DECA and intends to pursue a full-time two-year or four-year course of study in marketing or distribution or distributive education is eligible. You may select any accredited post-high school institution or four-year college offering courses designed to prepare individuals for careers in marketing and distribution or distributive education. The award must be used during the school year in which it is awarded.

Funds for scholarship loan awards depend on two sources. One source of funds is provided by the contributions of individuals and interested business organizations who help to create an awareness of careers in marketing and distribution and to encourage higher education among those deserving students whose ability and need merit assistance. The second source of funds is more unique and is the reason for the dual name of the Scholarship Loan Award. This source is provided by those who win the awards.

In accepting a Scholarship Loan you will not be asked to pay any interest or to sign any obligation for return of the funds. However, you will be asked to accept a moral responsibility to the effect that as your ability permits you will make a contribution or a series of contributions to DECA, Inc. in an amount at least equal to the amount of your award in order that a similar award may be made available to another DECA member. There is no time limit for this contribution. However, the more readily you can return the assistance provided you, the more readily you and DECA can assist another member. In order to be considered for a Scholarship Loan Award three important steps are necessary:

1. Arrange to take the Scholastic Aptitude Test or the American College Testing Program in your school or community at the earliest possible date. The results of this test must appear on the application.

2. Apply for admission to the college of your choice. Your application for a DECA Award is not the same as an application for your admission to college. Also, applicants should apply for admission to more than one college, because the first choice may not be available.

3. Obtain an application for this award through the school guidance counselor, the DECA chapter advisor or your state DECA advisor.

If you are a high school graduate and you are or have been enrolled in college, you may make application directly to the DECA Scholarship Loan Awards Committee of the state in which you graduated from high school or the state in which your college is located. In lieu of the SAT or ACTP you must furnish a transcript of your college record and a letter of recommendation from your college dean or advisor. No applications for these awards will be accepted directly by the National Scholarship Loan Committee.

All awards will be made on the basis of merit. The following items will be considered:

1. Your scholastic record--be sure to include a transcript of all secondary school work completed.

2. Your scholastic aptitude as determined by the results of your scores on the SAT or the ACTP.

3. Financial need--the amount of your award will depend on the amount of assistance you request, the institution you select, the amount of help available from your family, and the amount of earnings which you can expect from part-time or summer employment.

If you receive an award or prize from another source or if you receive scholarship aid from your state association of DECA, it will not disqualify you from receiving this award. However, it will be taken into account in determining your financial need. Such other awards or prizes reduce your actual need but in no way diminish the honor which is rightfully yours. At the same time such a reduction of your need may enable you and DECA to assist another member whose need may be greater. When your application form has been completed and you have produced the necessary substantiating information, your request will be reviewed on a date specified by your local Scholarship Loan Committee. If approved, your request will be ranked in order of merit with other local applications and forwarded to your State Scholarship Loan Committee for a second rating review.

Each state will develop procedures best suited for its own use in accepting and screening applications at the local and state level.

The State Scholarship Loan Committee will rank applications in order of merit and forward the top two to DECA headquarters for review by the National Scholarship Committee. Applications from your state must reach DECA headquarters no later than the second Monday in March for consideration by the National Scholarship Loan Committee.

The local DECA Scholarship Loan Committee should include a school administrator, a guidance counselor, a DE teacher-coordinator and a representative of business. The State Scholarship Loan Awards Committee should include a member of the state staff, one other official representing the State Department of Education, a college admissions officer and a representative of business from that state. The Board of Directors of DECA, Inc. reserves the right to determine the number of awards to be made in any given year and will provide as many awards as funds will permit.

All awards made by the National Scholarship Loan Committee will be announced at the next National Career Development Conference of DECA. If you win an award you will be notified by mail. If you are a National Award winner your award will become official when you are enrolled in the college to which you have been admitted.

Your award will be paid directly to the college you enter. The amount is credited to an account which you may draw upon for expenses as approved by the school officials. You will be expected to request a review of your award by the National Scholarship Loan Committee if there occurs a significant increase or decrease in your financial status. For further information contact your state DECA advisor.

ASSIGNMENT SHEET 5.01

The Cube Stacking Game

Game Overview

In this game, participants are placed around tables on which several cubes have been placed. Participants are told to estimate the number of cubes they can stack in a single vertical column within a specified period of time. The participants establish their goal, stack the cubes, and compare their actual cube stacking performance with their goal. Participants also have the opportunity to establish goals and compete with other participants for "profit points." A third goal-setting activity involves team participation.

Participants are provided the opportunity to:

1. Compare their goal-setting behavior with their actual performance.
2. Observe the effect the achievement motive has upon their goal-setting behavior.
3. Appreciate the difficulty of establishing goals for which no past experience has been provided.
4. Experience group goal-setting behavior.

Performance Objectives

After participating in this gaming activity and the post-game discussion, participants will be able to:

1. Approach goal-setting activities with a more realistic attitude.
2. Understand the problems of establishing goals--as individuals or in a team situation.
3. Understand the influence of the achievement motive in themselves and in other participants.
4. Understand the influence of the group upon goal-setting.
5. Understand the difficulty in motivating workers.

Source: Dr. Jimmy G. Koeninger, Oklahoma State University, Stillwater, Oklahoma.

Equipment, Materials and Supplies

1. You will need an adequate number of tables on which the cubes will be stacked. No more than four participants should be placed around a table.

2. Approximately 350 cubes are needed to accommodate 16-20 participants. The cubes which this writer has used were wooden and 1 1/2 inches square. NOTE: Ask your industrial arts teacher to cut these cubes for you, or substitute some other stackable items such as pennies, sugar cubes, erasers, etc.

3. Goal-setting record sheets are needed for the participants.

4. A one-minute timer is also needed.

Procedure

The following procedure is recommended until the instructor has gained confidence and experience in using this game.

1. Distribute the cubes evenly among all tables. If the cubes are distributed unequally to the participants, their goal-setting behavior may be affected. Cubes should be spread evenly on each table so that all participants can reach them easily.

2. Announce: "On each table you will find a number of cubes. Your task will be to see how many cubes you can stack in a single vertical column in one minute." (You should demonstrate how this is to be accomplished.) "You can only use one hand to stack your column."

3. Distribute the Record Sheet (Appendix II-A).

4. Announce: "Let's look at the Record Sheet. For time period one, I want you to estimate (establish your goal) how many cubes you can stack in a single vertical column in one minute. Has everyone established their goals? Any questions?"

5. Announce: "You will receive profit points based upon the number of cubes you stack in relationship to the goal you established. If you do not attain your goal, you will receive five (5) profit points for each cube stacked. For example, if your goal was twelve (12) and you only stacked nine (9) cubes you would receive 45 profit points. However, if you attain your goal, you receive ten (10) profit points for each cube you stacked up to your goal and five (5) profit points for each cube you stacked beyond your goal. For example, if your goal

was twelve (12) and you stacked fifteen (15) cubes, you receive ten (10) profit points for each cube you stacked up to your goal (12 cubes x 10 points = 120 profit points) plus five (5) profit points for each cube you stacked in excess of your goal (3 excess cubes x 5 points = 15 profit points). Thus, you will receive 135 profit points for stacking fifteen (15) cubes with a goal of twelve (12) cubes."

6. Announce: "If everyone is ready, go!"

7. Allow one minute for the cube stacking activity. You should observe the participants and take notes of unique approaches. Some participants will proceed quite slowly and deliberately while others will work more rapidly. Announce to participants to be careful that they do not knock over another participant's column of cubes.

8. Announce at the conclusion of the one-minute work period: "Stop. Count the number of cubes you stacked, record your 'actual performance' on the Record Sheet, and compute the number of 'profit points' you received for your effort."

9. You may find it helpful to stimulate post-game discussion if you post goals and actual performances on the blackboard. Notice those participants who established their goals much higher than their actual performance.

10. Announce: "Let's try it a second time. You know how many cubes you stacked in the first time period; how many cubes do you feel you can stack in this second time period? Place your goal on the Record Sheet."

11. Announce: "If everyone is ready, go."

12. Allow one minute for the cube stacking activity. Walk around the room and record what you observe.

13. Announce at the conclusion of the one-minute work period: "Stop.— Count the number of cubes you stacked, record your 'actual performance' on the Record Sheet, and compute the number of 'profit points' you received for your effort."

14. You may want to conduct a brief discussion at this time, but save a major review for the post-game discussion. Again, you may want to record goals and actual performances on the blackboard.

15. Announce: "This time, each table (four persons at each table) will compete as a team. Each team should select one team member as the supervisor. The supervisor is responsible for establishing the team's goal; however, the supervisor can, if he or she wishes, seek assistance from the other three workers." (Provide the teams ample time to select a supervisor.)

16. Announce: "Will the team supervisors come forward and I will give you the directions for this third time period."

17. Announce to the supervisors: "You are the team's supervisors and are responsible for establishing your team's goal. When you return to your team, you will have five minutes to establish your team's goal. The team's goal is base the total number of cubes all the team members can stack in four vertical columns. For example, if each team member can stack 15 cubes, the team's goal could be established at 60. However, the final decision for the team goal is your responsibility as supervisor. Return to your group, determine your goal, and write your team goal on the Record Sheet."

18. Announce: "If the teams are ready, go!"

19. Allow one minute for the cube stacking activity. Walk around the room and record what you observe.

20. Announce at the conclusion of the one-minute work period: "Stop. Count the number of cubes your team stacked, record the team's 'actual performance' on the Record Sheet, and compute the number of 'profit points' your team received for your efforts."

21. You may want to identify the teams' goals and actual performance and recognize the team who received the most profit points.

22. Conduct the post-game discussion.

Post-Game Discussion Questions

The post-game discussion questions should prove helpful in recalling the participant's behavior for reinforcing what was learned in the gaming experience. Every attempt should be made to relate the participants' gaming experiences to their on-the-job activities.

The following questions relate to "Time Period One"--the first goal-setting effort:

1. How realistic were your goals? How many of you established goals which were exactly what your actual performance was? How many established goals which were too high? How many established goals much lower than your actual performance?

2. Did you have difficulty in establishing your goal in the first time period? Why was it so difficult to estimate the number of cubes you could stack?

3. Did anyone set your goal low, achieve your goal, and stop stacking? Why? (Isn't this similar to many persons in the labor force who do what they're told to do and then quit?) Is this a good approach? Why not? Do you think this person will be promoted?

4. Did anyone establish a goal and find out that you could not attain your goal because of environmental influences--i.e., the cubes were not square thus limiting the height, another participant's cubes fell and knocked over your column, the table was jarred, etc. (Isn't this true on the job? We establish goals but are constrained because we lack customers, the right merchandise isn't available, etc.)

The following questions relate to "Time Period Two"--the second individual goal-setting effort:

5. What influenced your goal for the second time period? How much did your actual performance in the first time period affect your goal in this time period? Were you affected by the goals and performances of the other participants? Which had the stronger influence?

6. Why do persons establish a goal that is easily reached rather than attempting to set a goal which will receive maximum points?

7. Did anyone appreciably increase their goals after the first time period? Why?

8. Were any of you motivated to set a goal that would give you maximum points and thus declare you the winner?

The following questions related to "Time Period Three"--the team competition:

9. How did your team establish the team goal? Did the supervisor arbitrarily establish the goal or did workers contribute their ideas? (Compare the different approaches to goal setting and review the teams' successes. You may be able to illustrate which method is better, which hopefully will be when all members are participating.)

10. How did your team accomplish your goal? Some teams will work as individuals; other teams will assign responsibilities, i.e., stackers, suppliers and supervisor; and other teams will stack their four vertical columns together to achieve a more stable stack and a greater height. Which method was most successful?

11. As a supervisor, how did you motivate your workers?

APPENDIX II-A

RECORD SHEET

Time Period One

1. Goal . . . . . _____ cubes
2. Actual performance . . . . . _____ cubes
3. Profit points received
   a. If you did *not* attain your goal, you receive *5 points* for each cube stacked . . . . . _____ points
   b. If you *did* attain your goal, you receive *10 points* for each cube you stacked up to your goal and *5 points* for each cube you stacked beyond your goal. (For example, if your goal was 12 and you stacked 15 cubes, you receive 10 points for each cube you stacked up to your goal (12 cubes x 10 points = 120 points) plus 5 points for each cube you stacked in excess of your goal (3 excess cubes x 5 points = 15 points). Therefore, you receive 135 points for stacking 15 cubes with a goal of 12 cubes.) . . . . . _____ points

Time Period Two

1. Goal . . . . . _____ cubes
2. Actual performance . . . . . _____ cubes
3. Profit points received . . . . . _____ points

Time Period Three

1. Goal . . . . . _____ cubes
2. Actual performance . . . . . _____ cubes
3. Profit points received . . . . . _____ points

ORIENTATION TO DISTRIBUTIVE EDUCATION AND DECA

LESSON PLAN #6

Time for Lesson: 55 minutes

Objective: Upon completion of this unit the student will be able to explain vocational education and distributive education in such a way that another person, unfamiliar with vocational education and distributive education, can thoroughly comprehend the program.

Resource: Post-assessment Test

Teacher Activities:

1. Distribute post-assessment test to the class.
2. Explain to students that they are to complete the examination and return it to you at the end of the class or whenever they complete the test if it is before the end of the hour.

Student Activities: Complete post-assessment test.

Assignment: None

Name: _____

Hour: _____

ORIENTATION TO DISTRIBUTIVE EDUCATION AND DECA

Post-assessment Test

1. Define vocational education. (3 pts.)

2. Fill in the blank with the correct vocational program or youth organization. (6 pts.)

   a. Distributive Education → → → → → → → → → → → _____

   b. _____ → → → → → → FHA

   c. Trade and Industrial Occupations → → → → → _____

   d. _____ → → → → → → FFA

   e. Health Occupations → → → → → → → → → → → → _____

   f. _____ → → → → → → FBLA

3. Write in the blanks the letters of the three distributive occupations from the list below. (3 pts.)

   a. Auto Mechanic
   b. Advertising Copy Writer
   c. Bagger
   d. Bank Teller
   e. Bookkeeper
   f. Butcher
   g. Machinist

   _____1. _____ 2. _____ 3.

4. Define distributive education. (3 pts.)

5. Business theories of marketing, management, economics and personal development are examples of _____ areas of distributive education.

6. In the spaces below, list three goals of DECA. (3 pts.)

a.

b.

c.

7. Fill in the blanks using the correct DECA term. (4 pts.)

a. District, state or national meetings of DECA are called _____, not conventions.

b. Adults charged with the responsibility of giving guidance and counsel to chapters are called _____, not sponsors.

c. Local segments of DECA are called _____, not clubs.

d. An activity to raise money is called a _____, not a fund-raising activity.

8. Next to the parts of the DECA emblem listed below, write the letter of the correct interpretation. (7 pts.)

____ 1. Leadership Development

____ 2. Civic Consciousness

____ 3. Vocational Understanding

____ 4. Wrapped Package

____ 5. Rays of Sunshine

____ 6. The color blue

____ 7. The color gold

a. DECA members are given opportunities to participate in many activities to teach them to be not only followers, but leaders as well.

b. Denotes the glowing satisfaction of a job well done.

c. Being able to take one's position in the world of business.

d. DECA members learn to recognize their obligation to the community.

e. The success which comes to one who lives usefully and wisely.

f. Symbolizes a well-rounded education in preparation for life.

g. Suggests sincerity and genuineness.

9. DECA Membership terms. Fill in the blanks. (8 pts.)

Levels

Local, _____, _____.

Divisions

High School, _____, _____, _____, _____.

Classes

Active, _____, _____.

10. DECA Officers. Fill in the blanks. (3 pts.)

a. The DECA officer whose responsibilities include representing the chapter is the _____.

b. The DECA officer whose responsibilities include writing articles for publication is the _____.

c. The DECA officer whose responsibilities include preparing the minutes of each meeting is the _____.

11. Explain how DECA creative competitive events differ from DECA participation competitive events. (1 pt.)

12. Explain how the Competency Based Competitive Events (CBCE) differ from the other national competitive events. (1 pt.)

ORIENTATION TO DISTRIBUTIVE EDUCATION AND DECA

Post-assessment Key

1. Education for careers and retraining

2. a. DECA
   b. Home Economics
   c. VICA
   d. Agriculture
   e. HOA
   f. Business Occupations

3. b, c, d

4. Educational vocational marketing and distribution

5. Curriculum

6. Any three of the following:

   a. Develop future leaders in business
   b. Provide opportunities for students to work cooperatively with each other
   c. Provide social activities
   d. Provide state and national recognition

7. a. Conferences
   b. Advisors
   c. Chapters
   d. Sales Project

8.

1. a	5. b
2. d	6. g
3. c	7. e
4. f	

9. State, National
   Junior College, College, Alumni, Professional
   Honorary Life, Alumni

10. a. President
    b. Reporter
    c. Secretary

11. Creative - completed prior to the conference
    Participation - completed during the conference

12. CBCE's test a student's mastery of several skills in an occupation area, not just one skill as do the other national events.

ORIENTATION TO DISTRIBUTIVE EDUCATION AND DECA

LESSON PLAN #7

Time for Lesson: 55 minutes

Objective: Upon completion of the unit the student will be able to explain vocational education and distributive education in such a way that another person, unfamiliar with vocational education and distributive education, can thoroughly comprehend the program.

Resources:

1. Unit evaluation
2. Unit evaluation Key

Teacher Activities:

1. Set up a job interview role playing situation in which the student will explain vocational education and the distributive education program to the interviewer.
2. Evaluate the student's performance with the unit evaluation key.
3. The class could also evaluate each other's performance if you choose to do that.

Student Activities: Read role playing situation and role play part of a job applicant explaining your education background developed through vocational education and distributive education in particular.

Assignment: None

Unit Evaluation

The student's unit evaluation will be a role playing situation.

The student will be applying for a job in a retail establishment. The interviewer is reading over the student's job application and asks about items that need more detailed explanation. One of the items she or he asks about is the student's education. The interviewer wants the applicant to explain what D.E. is and how it has helped the student.

ORIENTATION TO DISTRIBUTIVE EDUCATION AND DECA

Unit Evaluation Key

Student's Name _____

1. Did student define distributive education as a vocational program for high school students?

No, Did Not				Yes, Completely
1	2	3	4	5

2. Did the student mention the different curriculum areas that were studied while in the program?

Mentioned Only One			Mentioned More Than 4 and Explained Them	
1	2	3	4	5

3. Did the student discuss the cooperation segment of distributive education?

Did Not Mention It			Explained in Detail the Role it Plays in Distributive Education	
1	2	3	4	5

4. Did the student describe the youth organization of the distributive education program?

Did Not Mention DECA			Explained DECA and Its Role in DE	
1	2	3	4	5

5. Did the student relate any practical personal experience that would tie into his or her DE training?

No Mentioned Experience			Related Classroom Instruction and Training Station as Experience	
1	2	3	4	5

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